

Special Populations Fall Conference

Title III Plan

September 2011



Giving something extra puts students on top!

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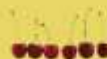


OFS MISSION

Accelerate student achievement
through school improvement
by working as partners to
maximize the allowable use
of supplementary resources.



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Content Objectives

- Identify the components of Title III programming and where it is evidenced in the LEA Planning Cycle and the ELL/LEP Handbook



Content Objectives

- Share examples of objectives, strategies and activities for ELLs and their relationship to the overarching goals and objectives of the LEA Planning Cycle and School Improvement Plans



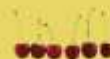
Content Objectives

- Discuss implications for LEAs and consortia



Language Objectives

- Discuss the implications for your LEA or consortia with a partner [listening & speaking]



Language Objectives

- Make connections between the ELL programming components presented and your LEA Planning Cycle [listening & reading comprehension]



Please hold questions until the end.

Index cards are on the tables!



Activating Prior Knowledge

ESEA Title III Part A Non-regulatory Guidance as Amended by NCLB of 2001

Which of the following components are required for the LEA Planning Cycle and relate to ELL programming?

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Think, Pair, Share



- * Instructional Program Design for Alternative Language Services and Title III Supplemental Services
- * Language Assessment: ELPA
- * Core Content Assessments
- * Evaluation: AMAOs
- * Parent Involvement including an ELL Parent Advisory Committee
- * Teacher Quality and Certification
- * ELL Program Evaluation
- * Specific Objectives, Strategies and Activities for ELLs
- * Accountability: Needs Assessment of ELL student progress
- * Teacher cultural immersion experiences (Spain, Mexico, Dubai)
- * Disaggregation of ELL data
- * Sustained Professional Development

Required Components From ESEA

Instructional Program Design

Assessment & Accountability

Parent Involvement/Engagement

Teacher Quality

Program Evaluation



Required Components & their Evidence

- **Instructional Program Design** for Alternative Language Services AND Title III Supplemental Services



Required Components & their Evidence

- Formative and Summative **Assessment**
 - Language: ELPA
 - Core Content
 - Local Assessments



Required Components & their Evidence

- **Accountability:**
 - Needs assessment of ELL student progress
 - Disaggregation of ELL data
 - Specific objectives, strategies and activities for ELLs



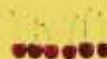
Required Components & their Evidence

- **Parent Engagement** including ELL Parent Outreach and an ELL Parent Advisory Committee



Required Components & their Evidence

- **Teacher Quality** and Certification
 - Research based practices in native and second language acquisition, and content instruction
 - Sustained, and job-embedded professional development



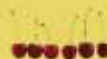
Required Components & their Evidence

- **ELL Program Evaluation**
 - Progress toward achieving the specific objectives, strategies and activities for ELLs
 - FLEP follow-up study for monitoring academic progress



Required Components & their Evidence

- **Evaluation:** AMAOs, AYP
 - Annual Measurable Achievement Objectives
 - AMAO #1: Progress
 - AMAO #2: Proficiency
 - AMAO #3: AYP



ELL/LEP Handbook

- ✓ The LEA's ELL/LEP Handbook will complement the information provided in the LEA Planning Cycle [LEAPC].
- ✓ The five required components will be included in the ELL/LEP Handbook.



ELL/LEP Handbook

- ✓ The specific academic outcomes will be found in in the LEAPC.
- ✓ The ELL/LEP Handbook will be available in the district.



ELL/LEP Handbook

- ✓ The LEA or Consortia's ELL Parent Advisory will review the ELL/LEP Handbook and participate in the creation of the specific academic outcomes included in the LEAPC.



ESEA, Title III Part A Amended by NCLB Act of 2001

- (a) Plan required: LEAs receiving Title III funds shall submit a plan to SEA (section 3114)



ESEA, Title III Part A Amended by NCLB Act of 2001

- (b) Content: The plan submitted under subsection (a) shall:
- (1) describe the programs and activities proposed to be developed, implemented, and administered under the grant;
 - (2) describe how LEA will use the funds to meet all annual measurable achievement objectives described in section 3122;



The LEA Shall...

- (3) describe how the it will hold elementary schools and secondary schools receiving funds under this subpart accountable for:
- (A) meeting the annual measurable achievement objectives described in section 3122;
 - (B) making adequate yearly progress for limited English proficient children, as described in section 1111(b)(2)(B); and



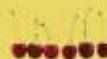
The LEA Shall...

- (3) hold schools accountable for...
 - (C) annually measuring the English proficiency of limited English proficient children, so that such children served by the programs carried out under this part develop proficiency in English while meeting State academic content and student academic achievement standards as required by section 1111(b)(1);



The LEA Shall...

- (4) describe how the eligible entity will promote parental and community participation in programs for limited English proficient children;



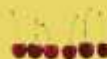
The LEA Shall...

- (5) contain an assurance that it consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing such plan;



The LEA Shall...

- (6) describe how language instruction educational programs carried out under the subgrant will ensure that limited English proficient children being served by the programs develop English proficiency.



The LEA Shall...

- (c) Teacher English Fluency: include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part ***are fluent in English and any other language used for instruction, including having written and oral communications skills.***



The LEA Shall...

- (d) Other requirements:
- (1) each local educational agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year;
 - (2) the eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;



The LEA Shall...

(d) Other requirements:

(3) Base its plan on scientifically based research on teaching limited English proficient children;

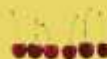
(4) Ensure that the programs will enable children to speak, read, write, and comprehend English and meet challenging State academic content and student academic achievement standards; and



The LEA Shall...

(d) Other requirements:

(5) LEA is not in violation of any State or federal law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.



SEC. 3121. EVALUATIONS

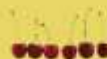
LEA shall provide, at the conclusion of every second fiscal year during which the subgrant is received, with an evaluation, that includes:

- (1) a description of the programs & activities conducted by the entity with funds received under subpart 1 during the two immediately preceding fiscal years;



SEC. 3121. EVALUATIONS

- (2) a description of the progress made by children in learning English and meeting State academic content and achievement standards;
- (3) the number and percentage of children in the programs and activities attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and



SEC. 3121. EVALUATIONS

- (4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.



Checklist for a quality **ELL/Title III** plan



- ✓ Includes all of the required components (slide 11)
- ✓ Reflects consideration of the LEA's board approved local curriculum, the alternative language services required by OCR, and demonstrates supplemental activities that are above and beyond these local curriculum and alternative language services



Checklist for a quality **ELL/Title III** plan



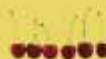
- ✓ Describes the plan for professional development and its evaluation? (section 3115(c))
- ✓ Explains how OCR requirements are met for alternative language services



Checklist for a quality **ELL/Title III** plan



- ✓ Provides for a supplemental language instruction education program (section 3115(c))
- ✓ Furthers English language learners' (ELL) mastery of English and academic content



Checklist for a quality **ELL/Title III** plan



- ✓ Proposes expenditures are allowable, allocable, and reasonable
- ✓ Provides justification as needed for proposed expenditures



Checklist for a quality **ELL/Title III** plan



- ✓ Is based on ELL student data
- ✓ Reflects consultation with appropriate non-public school representatives during plan design (section 9501(c))



Checklist for a quality **ELL/Title III** plan



- ✓ Includes analysis of any Title III carryover funds from prior years
- ✓ Is submitted in a timely manner to the MDE



Checklist for a quality **ELL/Title III** plan



- ✓ Includes a plan for parent engagement
- ✓ Provides assurances that all stakeholders [parents, community organizations, and to the extent possible, IHEs] are involved in the creation and evaluation of the ELL/Title III plan



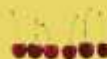
Steps to look at ELL Data for the Comprehensive Needs Assessment

1. For the ELL population, what is the percent of students who are not at/or above the current state standard for each content area?



Steps to look at ELL Data for the Comprehensive Needs Assessment

2. How is the ELL subgroup achieving in comparison to the Non-ELL group?
 - Does the ELL subgroup score lower than the non-ELL group?



Steps to look at ELL Data for the Comprehensive Needs Assessment

2.

- If yes, which ELL subgroups are contributing to this gap?
 - which grade levels, proficiency levels, buildings or special education/non-special education or migrant status



Steps to look at ELL Data for the Comprehensive Needs Assessment

3. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?



Steps to look at ELL Data for the Comprehensive Needs Assessment

4. What has the school staff determined to be the leading cause(s) for the gap in performance?



Steps to look at ELL Data for the Comprehensive Needs Assessment

5. What are the area(s) for improvement for ELL subgroup?



Steps to look at ELL Data for the Comprehensive Needs Assessment

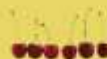
6. What are the factors identified that contribute to the areas of improvement?



Online Resources to Support Analysis

Advanced Ed School Data Profile/Analysis Template

http://www.advanced.org/mde/online_resources_and_tools



LEA Planning Cycle

Goal Area

Student Goal Statement

Objective

Strategy

Activity

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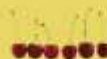


Online Resources to Support Analysis

2011-12 Local Educational Agency Planning Cycle Protocol

http://www.michigan.gov/documents/mde/2010-11_LEAPC_Protocol_322321_7.pdf

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LEA Planning Cycle: District 1 Example

Goal Area: ELA: Reading

Student Goal Statement: All students will increase their reading comprehension skills across the content areas.



LEA Planning Cycle: District 1 Example

Objective 1.0: The district will increase the number of students scoring proficient in reading by at least 5% as measured by the state or local assessments at each grade level.



LEA Planning Cycle: District 1 Example

Objective 1.0:

Strategy: Teachers will use interactive activities to engage students in the content areas using metacognitive and cognitive strategies.

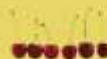


LEA Planning Cycle: District 1 Example

Objective 1.0:

Strategy:

Activity: Provide 3 day professional development and follow up collaborative discussions to all elementary teachers in the area of metacognitive strategies.



LEA Planning Cycle: District 1 Example

Objective 1.1: The district will increase the number of ELL students scoring proficient in reading by 8% as measured by the MEAP/MME/MI Access at each grade level.



LEA Planning Cycle: District 1 Example

Objective 1.1:

Strategy: Teachers will use metacognitive strategies to engage students in retelling and summarizing information in small groups with a certified ESL teacher through the alternative language program.



LEA Planning Cycle: District 1 Example

Objective 1.1:

Strategy:

Activity: Purchase leveled informational and narrative books correlated to students' English language proficiency that are aligned with the ELA and ELP standards.



LEA Planning Cycle: Turn & Talk

How are the six required components reflected in this sample goal?

What can you infer about this district's ELL/Title III plan included in their ELL Handbook?

What connections are you making to your district's current ELL plan?



LEA Planning Cycle: District 2 Example

Goal Area: Math

Student Goal Statement: All students will meet or exceed state standards in math.



LEA Planning Cycle: District 2 Example

Objective 1.0: The achievement gaps between the proficiency levels of students within the identified subgroups will decrease by at least 10% annually on state or local math assessments at each grade level.



LEA Planning Cycle: District 2 Example

Objective 1.0:

Strategy: Teachers will use manipulatives to support students' conceptual understanding at all grade levels.

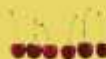


LEA Planning Cycle: District 2 Example

Objective 1.0:

Strategy:

Activity: Provide 3 hours of professional development to all teaching staff on integrating manipulatives into the Numerical and Algebraic Operations and Analytical Thinking Strand



LEA Planning Cycle: District 2 Example

Objective 2.0: Students will develop math academic language as measured by students demonstrating 80% accuracy when applying the identified academic vocabulary to local and state assessments.



LEA Planning Cycle: District 2 Example

Objective 2.0:

Strategy: Teachers will develop math academic language lists by unit for each grade level using Marzano's Building Academic Language Teacher's Manual.



LEA Planning Cycle: District 2 Example

Objective 2.0:

Strategy:

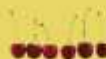
Activity: These lists will be shared amongst all teachers, with students and with parents in monthly newsletters.



LEA Planning Cycle: District 2 Example

Objective 2.0:

Strategy: Teachers will design practice for students with new words using best practice techniques such as Frayer Model, Marzano's 6-Step method, which includes student-friendly definitions, visuals, and contextualized practice to build math academic language daily.



LEA Planning Cycle: District 2 Example

Objective 2.0:

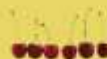
Strategy:

Activity: Students will create math vocabulary journals for maintaining new academic words.



Alignment between the ELL Plan and the budget

1. Comprehensive Needs Assessment
2. Describe your ELL/Title III Plan in your Handbook and LEAPC
3. Budget accordingly
4. Revise Plan and Budget annually



Alignment between the ELL Plan and the budget

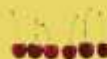
The LEA Planning Cycle that includes the ELL plan drives the Budget.

The Annual Review of the budget is a measure of whether the plan was appropriately implemented.



Applications

- When applying for Federal, LEAs complete an LEA Planning Cycle [LEAPC] or upload the LEAPC as an attachment to MEGS.



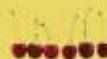
Applications

- LEAs can upload a description of their alternative language programs.



Applications

- Those completing the LEAPC collaborate with the Title III Program Administrators to ensure the inclusion of the ELL components.



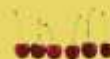
Non-Publics

- Annually provide notice to non-public schools within residency boundaries regarding their option to participate in Title III services [LEA initiates conversation].



Non-Publics

- Provide timely and meaningful consultation and services to LEP students within the participating non-public school



Consortium Members

- LEAs complete the consolidated application LEA Planning Cycle [LEAPC].
- Submit to Consortia leader/fiscal agent.



Consortium Members

- The Consortia will write common goals for ELL, variations by differentiating objectives, strategies, and activities.





Questions?

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Thank you!



Additional Questions,
Comments....

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